Nicole Gilbert and Lisa Jones

**Topic:** Severe Weather (Storms Podcasts)

**Content Standards:**

SC Standard 4-4: The student will demonstrate an understanding of weather patterns and phenomena.

4-4.4 Summarize the conditions and effects of severe weather phenomena (including thunderstorms, hurricanes, and tornadoes) and related safety concerns.

SC Standard 6-4: The student will demonstrate an understanding of the relationship between Earth’s atmospheric properties and processes and its weather and climate.

6-4.4 Summarize the relationship of the movement of air masses, high and low pressure systems, and frontal boundaries to storms (including thunderstorms, hurricanes, and tornadoes) and other weather conditions.

**ISTE Standards:**

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

**Essential Question:**

How do storms affect people's lives?

1. **Mini lesson** 
   1. The teacher displays the essential question and explains how students are going to create podcasts to answer the essential question. Pairs of students will work together to create a podcast describing a storm (tornadoes, hurricanes, or thunderstorms), without naming the storm. Podcasts will explain/describe:
      * What causes the storm to form?
      * What are the characteristics of each storm?
      * What affects do storms have on people?
      * What are the safety concerns and procedures?
   2. The students discuss/review the different storms using class notes, books, and textbooks.
   3. The teacher distributes the checklist and rubric and explains how students will use a checklist to guide their work and how the assignment will be graded.
   4. The teacher assigns partners and storm type.
2. **Partner Work**
3. Partners meet and use their notes and nonfiction books to discuss how to describe their storm.
4. Partners write out their script and divide the speaking parts between them.
5. Partners practice reading aloud the descriptions.
6. The teacher helps students record their descriptions using Audacity and post to podcast machine.
7. **The Audience’s Responses**
   1. Partners will share their podcasts with the other students, and students identify which storm is being described.
   2. Links to podcasts are posted on the class blog.

**Assessments:**

1. Checklist
2. Rubric
3. Teacher observations of discussions

**Resources and Materials:**

1. Computer with internet connection
2. Computer microphone
3. Nonfiction informational books
4. Folders containing notes on storms
5. Paper
6. Pencils
7. Writing notebooks
8. Checklist (see page 3)
9. Rubric (see page 3)

**Project: Storms Podcast Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Storm: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Our class is creating podcast riddles about the different storms you have studied. You and your partner will write a description of your storm. Do not name the storm – Your classmates will be trying to guess what storm it is at the end of this lesson. Your podcast will need to explain/describe:

•What causes the storm to form?

•What are the characteristics of each storm?

•What affects do storms have on people?

•What are the safety concerns and procedures?

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| **CATEGORY** |  | **Student’s Responsibilities Teacher’s Evaluation** |
| Content |  | My podcast explains what causes the storm. |
|  |  | My podcast describes the characteristics of the storm. |
|  |  | My podcast explains the affects of the storm has on people.  My podcast explains the safety concerns and procedures  for the storm. |
| Organization |  | The podcast has a meaningful title. |
|  |  | The podcast includes both partners’ names. |
|  |  | I organized my ideas so they made sense to others. |
| <http://pblchecklist.4teachers.org> |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4**  **Exemplary**  **(Above the Standard)** | **3**  **Meets**  **the Standard** | **2**  **Developing**  **Knowledge** | **1**  **Below**  **the Standard** |
| **Content** | Shows a full understanding of the topic. Explains why the explorer came to the New World, where he explored, what his accomplishments were. Explanations are in depth with details and examples. | Shows a good understanding of the topic. Explains why the explorer came to the New World, where he explored, what his accomplishments were. Explanations include essential knowledge. | Shows a good understanding of parts of the topic. Explains why the explorer came to the New World, where he explored, what his accomplishments were. Explanations include essential information, but there are 1 - 2 factual errors. | Does not seem to understand the topic very well. Contains minimal explanations OR there are several factual errors. |
| **Speaks Clearly** | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. | Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word. | Often mumbles or can not be understood OR mispronounces more than one word. |
| **Organization and Appearance** | Student gives title/topic, names of partners, and thoughts are well organized and make sense. Pictures are appealing and appropriate. Any sources used are cited. | Student gives title/topic, names of partners, and thoughts are organized and make sense. Pictures are appealing and appropriate. Any sources used are cited. | Student gives title/topic, names of partners. Student needs to work on how thoughts are organized. Pictures are appealing and appropriate. Any sources used are cited. | Student gives title/topic, names of partners. Thoughts are confusing. Pictures are appealing and appropriate. Sources for any photographs are not cited. |

**Project: Storms Podcast Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Storm: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Date Created: **June 17, 2011**

Rubric Made Using:

**RubiStar ( http://rubistar.4teachers.org )**